

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12DE2

School Type (Public Schools):
(Check all that apply, if any)

☐

Charter

☐

Title 1

☐

Magnet

☐

Choice

Name of Principal: Mrs. Deborah Brady

Official School Name: Linden Hill Elementary School

School Mailing Address: 3415 Skyline Dr
Wilmington, DE 19808-1701

County: New Castle County State School Code Number*: 32-250

Telephone: (302) 454-3406 E-mail: Deborah.Brady@redclay.k12.de.us

Fax: (302) 454-3459 Web site/URL: http://tunaruna.com/LindenEvents/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Mervin Daugherty Ed.D. Superintendent e-mail:
mervin.daugherty@redclay.k12.de.us

District Name: Red Clay Consolidated School District District Phone: (302) 552-3702

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Leah Davis

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12DE2

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12DE2

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 15 Elementary schools (includes K-8)
(per district designation): 4 Middle/Junior high schools
8 High schools
2 K-12 schools
29 Total schools in district
2. District per-pupil expenditure: 10492

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	54	63	117		7	0	0	0
1	69	80	149		8	0	0	0
2	85	63	148		9	0	0	0
3	65	85	150		10	0	0	0
4	74	66	140		11	0	0	0
5	56	64	120		12	0	0	0
Total in Applying School:								824

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
21 % Asian
6 % Black or African American
8 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
61 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 5%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	27
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	41
(4)	Total number of students in the school as of October 1, 2010	824
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school: 7%
 Total number of ELL students in the school: 59
 Number of non-English languages represented: 21
 Specify non-English languages:

Afrikaans, Arabic, Bengali, Chinese, Chinese-Mandarin, French, German, Gujarati, Hindi, Kannada, Konkani, Korean, Malayalam, Marathi, Panjabi, Spanish, Tamil, Telugu, Turkish, Urdu and Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 12%

Total number of students who qualify: 99

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%

Total number of students served: 66

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>22</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>31</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>35</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>16</u>	<u>6</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>11</u>	<u>1</u>
Total number	<u>66</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	96%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

12DE2

Linden Hill Elementary School opened in 1971 and served children in grades k-6 for 10 years. Due to declining enrollment in the Red Clay Consolidated School District, Linden Hill was closed in 1981, but not forgotten, and the building served as an educational facility for both district and community children as needs arose.

On September 3, 1991 Linden Hill reopened its doors to children in primary grades K-2. From 1999 until 2002, a grade level expansion occurred each year. Linden Hill has continued to grow, and presently provides instruction for over 800 students across 35 classrooms in grades K-5. Currently, Linden Hill serves the suburban communities in the Upper Pike Creek and Hockessin areas as defined by Attendance Zones.

The staff at Linden Hill demonstrates a dedication to children and commitment to excellence on a daily basis. We continually seek professional development opportunities in order to gain a greater understanding of our students as individuals and as learners and to improve upon our instructional practices.

The maxim “every teacher every child” guides what we do each day. All students are important to all staff. In addition to differentiated classroom instruction, teachers offer extended learning opportunities through before school programs to assist students in need of extra support and we work with parents in after school programs such as Science Olympiad and Odyssey of the Mind to extend student learning. Students have earned much recognition through their participation in the latter programs.

The staff at Linden Hill is committed to excellence for ourselves and for our students. This translates into high standards for learning and high expectations for all. Over the past 5 years Linden Hill has undergone a change in both the demographics of our student population and numbers of students that we serve. Factors contributing to this have been the construction of a new school, necessitating a redistribution of our students, as well as, a migration of families to our attendance zone area. Despite this change in numbers and demographics, our students continue to meet standards. Teachers continue to research instructional practices to support learners with varied learning styles and sometimes...languages.

Linden Hill’s mission is to provide all members involved in the school community with the opportunity to experience success as life -long learners. We are dedicated to fostering a safe, child centered, nurturing environment that enables each individual to grow academically, emotionally, socially, physically, and artistically. We do this by providing a diverse child-centered instructional program and by encouraging staff input in developing programs for students. We do this by involving children in the process through traditions such as the “first day of school gathering,” where we come together, define community and pledge to act in a “safe and friendly way.”

We believe that a positive school culture is the foundation for school success. At Linden Hill this translates into many traditions that support and celebrate children. School spirit is promoted through monthly Pride Day celebrations where all sing the school song and show school pride by wearing the school colors and taking a school wide health walk.

Each student gets to shine as Student of the Week at Linden Hill. Students join the principal for a read aloud, are presented with a book and are featured throughout the week in their classrooms with privileges such as “line leader.” Students are also celebrated each month at a general birthday gathering. Once again, the principal shares a book and students get a special treat.

Learning is highlighted through many traditions at Linden Hill, as well. Literacy is featured through our annual Story Book Character Day where administrators, staff and students transform into characters from their favorite books and parade around the campus. Through school wide activities such as Portfolio Day and Special Adult Visitor Day students are afforded the opportunity to share their learning with family members.

We are a reflective community and one committed to insuring quality instruction for all students. As mentioned previously, we have had a few milestones to overcome as we “shared” our students and staff with a new school and welcomed new students and staff to Linden Hill. We embraced these changes and reflected upon their impact. We discovered that we needed to insure instructional consistency and common instructional language. To address this need we engaged in a three year professional development program through the University of Delaware focused on reading comprehension strategies. This whole staff endeavor has contributed to student success.

We are a diverse community at Linden Hill, serving a variety of cultures; however our community is one that values learning and is supportive of education. Our families are involved and concerned. Many participate in our PTA, volunteer in classrooms, and facilitate after school activities.

It is this community spirit that permeates all that we do and defines who we are!

1. Assessment Results:

Schools in Delaware use the Delaware Comprehensive Assessment System (DCAS). There are four Performance Levels, each encompassing a range of raw scores that varies by subject and grade level. The Performance Levels are as follows: PL1, Well Below Standard; PL2, Below Standard; PL3, Meets Standard; and PL4, Advanced. Adequate Yearly Progress (AYP) is defined by the State of Delaware as a percentage of students meeting or exceeding the standard. These percentages are determined by NCLB regulations, and vary per year.

In addition to looking at percentages of students who meet proficiency, our State also measures student growth. DCAS is administered to students three times per year: Fall, Winter and Spring. AYP is calculated based on Spring scores, but student growth from fall to spring is also considered. This is a new component of state testing. Under the former Delaware Student Testing Program, AYP was calculated based only on the annual Spring test scores.

At Linden Hill, our minimum goal is to make AYP each year. However, we do not consider ourselves to have “arrived” simply by meeting these cutoffs. Our commitment to excellence drives us to seek constant improvement. We look to maintain high levels and/or increase levels of student achievement whenever possible. At times this means setting specific targets defined by percentages of students proficient. More often and more importantly, it means continuous review of data, inquiry into what causes or limits gains in student improvement, and what we can do as a school to reduce the number of students not meeting the standard. Additionally, we look for growth in raw scores for all groups of students. For some groups, this may not translate into movement from one performance level to another, but progress in raw scores within the range of the same PL is still worthy of celebrating.

Performance trends found in Linden Hill’s data tables are strong. In ELA and Math, in every tested grade, we have generally seen steady progress and maintenance of strong achievement. This can be attributed to a number of factors, including our on-going commitment to excellence; long-term incorporation of professional development and application of best practices as supported in the research; and strong home-and-school collaboration. On an on-going basis, we analyze our data with the intent to understand the implications of changes in student achievement—even small fluctuations—and apply our understanding of this data to improving student learning. When the data reveal student needs, these needs are addressed through targeted instruction, flexible grouping, and special programs. Every effort is made to allocate available resources intentionally, in order to most effectively meet the needs of the students we serve.

Looking at our data across the years, the most notable decline in the percentage of students meeting the standard occurred in the 2010-2011 school year. We attribute this to the fact that last academic year, the Delaware Department of Education “raised the bar” by increasing the raw scores necessary to meet proficiency. Prior to the annual spring assessments, they notified all Delaware schools, families, and the general public that due to the more rigorous standards of achievement, there would be a statewide dip in the percentage of students meeting proficiency. This dip occurred across our district and state as predicted, and was not isolated in our school. This change in the expected achievement levels occurred simultaneously with the implementation of computerized testing (the formerly used DSTP was a paper and pencil assessment). The timing of these changes complicated the data analysis by making it impossible to attribute changes in performance levels solely to the higher standards. Some students with limited or no access to technology at home have struggled with computerized testing more than other students who seemed to adapt quickly to the new method of assessment. This concern is being addressed in our school through participation by all students in Technology classes as part of their regular related arts schedule. In this context, students are exposed to online practice tests and receive instruction in strategies for taking computerized tests.

Other minor fluctuations in our scores occurred following the opening of another elementary school in our district in 2005. The opening of this school affected a significant shift in our student population, meaning that many of our students went to the new school and we received an influx of students who had not been with us throughout their academic careers. Additionally, staff turnover in the year that the new school opened was higher than average. It took several years of consistent instruction to stabilize the achievement trends after these transitions.

In our most recent year's data, identified subgroups with lower achievement levels include minority groups, special education students, and low socio-economic status groups. We have planned and implemented interventions specifically for these groups. One notable example is our before-school reading program. While this program is open to any students with identified academic needs, where space limitations become a factor, preference is given to students who belong to a subgroup determined to be at a greater risk of not meeting proficiency, based on our analysis of the data. To address the needs of our special education students, we have moved from a resource room model of delivery of services to the implementation of co-teaching classes at each grade level. We have moved in this direction in order to provide these students with more exposure to grade level curriculum.

2. Using Assessment Results:

Linden Hill uses assessment data on an on-going basis to analyze and improve student and school performance. Each teacher is expected to analyze their class data in a timely way upon receiving results from each assessment. They look for trends, including strengths and weaknesses in subject areas, specific learning objectives, and goal strands. Additionally, they analyze their data with an eye for individual students, seeking to understand the implications of each student's progress for next steps forward in learning. Planning of future lessons is guided by analysis of assessment data. In addition, interventions are planned and implemented as necessary based upon information about which students are struggling or not progressing satisfactorily in specific areas. Interventions may be targeted to a whole class, small groups, or individuals, as determined to be necessary by the data.

Grade-level analysis of data takes place during Professional Learning Community (PLC) meetings. Similar to what happens on a class-by-class basis, teachers of a grade level work together to analyze growth, progress, and lack thereof across the grade. Strengths and weaknesses are analyzed; often this process helps teachers to gain insights into what is working instructionally. Teachers share strategies and work as a team to plan lessons that address identified needs. They also collaborate to meet the needs of students requiring intervention.

Throughout the school, instruction is tailored to student needs in large group, small group, and individualized instruction. All teachers are expected to meet with groups of students daily as part of their reading instruction. Additionally, we use a Response to Intervention (RTI) process to provide more specific instruction to students as needed.

Using the RTI process, students are given targeted reading instruction in identified areas of need, such as decoding or comprehension. The first half hour of the day is protected time across the building for teachers to work with small groups on reading instruction. Many groups are arranged within classes, but sometimes small groups with specific needs are assembled across classes. Students may travel to groups in other classes where interventions are planned to meet their needs. Data is collected on an on-going basis, and cycles of intervention lead to up-dated decisions about grouping. Students making satisfactory progress may change or exit groups, or other students developing needs or failing to show the desired progress may be added to appropriate groups.

Another intervention that is planned for students with demonstrated needs is a before-school reading program. This program meets twice weekly with students who are identified by analysis of testing data as being unlikely to meet proficiency on the spring assessment. Small group instruction is provided in a systematic, intentional manner to address their specific areas of need. Last year students who participated

in this program performed substantially higher on the spring assessment than they were projected to without the program.

Besides using data to inform instruction and guide teacher decisions, Linden Hill also views data as a valuable tool to aid in home-and-school communication. We make every effort to keep families apprised of their students' progress through report cards, interims, conferences, and phone calls, emails and letters sent home. General program information is shared on a regular basis, but additionally teachers communicate any areas of concern to families as the need arises. All communication with families is designed to be respectful, collaborative and positive. It is heavily guided by available data and designed to be informative, with implications and practical steps for moving forward communicated clearly.

Teachers are encouraged to have data conversations with their students. Many have brief conferences with each student before and after each DCAS test. At these meetings, teachers share with students about their current achievement, and help students to understand what it means and use that information to set their own goals. Consistent with research findings, our teachers have noticed that students developing an understanding their own progress helps them to take ownership of their learning, become more intrinsically motivated, and challenge themselves to progress—often far beyond what might be expected of other students in a similar situation.

Assessment results are shared with the community each year in the major local newspaper. Each school's state test scores are listed and schools ranked accordingly. This information is the topic of much community discussion, and often leads to deeper understanding of a school's programs, strengths, and areas of need. At Linden Hill, we view assessment data as a valuable tool for sharing our progress with all stakeholders.

3. Sharing Lessons Learned:

Linden Hill is comprised of many talented individuals who share their knowledge and expertise willingly in professional learning communities, faculty meetings, with one another and with others in the field. Their knowledge of instructional strategies spans several content areas. They share this knowledge at the district level by serving on curriculum councils focused on core content areas.

Staff who have participated in the Delaware Reading or Writing Project have presented reading and writing strategies to many school staffs within the district and across the state. Participation in DRWP involves choosing a course of study, researching it and designing a presentation. Topics developed by staff and shared with teachers in primary grades have addressed Beginning Writing and Think Aloud Strategies.

Linden Hill teachers at each grade level k-5 most recently shared their knowledge with other district teachers as they worked in tandem to develop a writing curriculum based on the Common Core Standards. As a result of their participation and contribution to this endeavor writing units are being piloted in our district's elementary grades.

Fifth grade staff is sharing their expertise with teachers, representative of grades 3-12 in our district and another, to refine the social studies curriculum. They participate in *The Freedom Project* in order to explore and analyze how/why students misinterpret the past. They design lessons, observe in one another's classrooms and debrief about effective instructional strategies.

As Delaware continues to refine the teacher appraisal and accountability system, there are many forums held to gather information from teacher experts. Linden Hill teachers serve in that capacity at the state level. They meet with other teachers in grades 3-5 to examine curriculum, design math assessments, scoring rubrics and share instructional strategies focused on student achievement.

Our technology teacher shares her knowledge and expertise in her field at many levels. She has presented at several conferences at the state level on topics such as podcasting and geocaching and has presented to district teachers on the use of EXCEL.

Linden Hill teachers take time to mentor others teachers. One staff member serves as lead mentor for the district. In this role she works with novice teachers in our building and the district and guides them through their first years in the classroom. She models lesson, plans with them and is a constant resource.

Our National Board Certified teachers also serve as mentors to those teachers across the district engaging in the process.

4. Engaging Families and Communities:

Linden Hill is committed to developing a strong working relationship with all families. Establishing and maintaining a trusting and respectful partnership between stakeholders is critical for student success. The groundwork for this partnership is laid prior to the students' first day of school. Teachers make a phone call to every student's family to introduce themselves and welcome the family to Linden Hill. This initial phone call assists in opening-up the line of communication between school and home. Additional methods are used to facilitate two-way communication throughout the school year including the beginning of the year Open House, parent/teacher conferences and on-going communication via class emails. Teacher Web pages provide families with a link between school and home. Important information is shared about learning activities that are taking place in the classroom and methods to reinforce the learning at home. Linden Hill believes when parents are aware of what takes place in the classroom they are better able to help their child. The family and community partnerships at Linden Hill can best be described as inclusive with most parents taking an active role in their child's education.

At Linden Hill a warm and friendly environment is created to make families feel welcome. Parents are frequently visible during and outside of school hours. Throughout the school day parents can be found volunteering in classrooms, the library, art room, or having lunch with their child. Family members who wish to volunteer at school are invited to attend a volunteer workshop. The workshop training provides families with information on how to interact and work with students. With this acquired knowledge family members are better equipped for the duties and responsibilities of classroom volunteer.

At Linden Hill we believe in actively involving families in their children's learning. Through evening activities such as grade level curriculum nights, families are provided with opportunities to share in experiences related to all curricular areas with their children.

We work in tandem with families in decision making processes at the school level through our strong PTA and encourage parent participation on the Red Clay Parent Advisory Council, an avenue for information and parent input in district decision making.

Additionally, Linden Hill works with community-based organizations such as Creative Mentoring, Reading Assist, Paws for Reading and Junior Achievement in order to expand upon available services for students.

We feel strongly that involving families and community is a recipe for student success!

1. Curriculum:

Linden Hill's learning standards are defined by the Delaware Prioritized Curriculum and the Common Core Standards. Educators must facilitate students' learning by encouraging them to become self-sufficient, life-long learners. Linden Hill continually seeks unique curricula to support our mission. Research and best-practices drive our professional development and have guided us in implementing a core curriculum that fosters success in our students.

The district provides curriculum materials for reading and language arts; however, Linden Hill has implemented additional resources to broaden our reading instruction. We have focused on strategies that enhance comprehension and student engagement. In 2008 Linden Hill joined the Delaware Reading Project and began a 3-year professional development based on the research of Stephanie Harvey and Anne Goudvis. We enriched our reading/language arts curriculum through collaborative book studies on The Comprehension Toolkit and Strategies that Work (Harvey and Goudvis), Bringing Words to Life: Robust Vocabulary Instruction (Beck, McKeown and Kucan), a partnership with a literacy coach from the university, and grade-level and cross-grade level peer-modeling of lessons. We considered various assessment tools to provide consistent data regarding instructional needs and progress. *After teacher consideration and input, Linden Hill elected to purchase Fountas & Pinnell Benchmark Assessment System.* It is used across grade levels to identify individual students' needs and to track their progress towards reading standards. Subsequently, we are able to create cross-classroom, flexible, small-groups to maximize instructional time and meet the differentiated needs of students.

In addition, Linden Hill believes best practices in reading instruction are based on students' efforts to get meaning from real nonfiction text. This can best be done by integrating reading across the content areas. In addition to providing a hands-on approach to science and social studies, we integrate reading, strengthen informative text strategies and enhance student learning by purchasing children's magazines, such as Time for Kids and Scholastic News.

Best practices in mathematical instruction balance conceptual learning with foundational skills. Teachers felt our district math curriculum emphasized conceptual learning. To supplement the district's materials, Linden Hill researched and piloted the Excel Math program in our 3rd grade classrooms during 2010-2011. This year we incorporated the program across grade levels. Math skills are presented in a spiraling fashion. Students use different concepts throughout the year while developing a solid foundation of skills.

Nurturing the "whole child" enhances the learning environment. At Linden Hill this is done with the collaboration of our related-arts specialists. All students benefit from learning about and experiencing the arts, and developing wellness skills. This is key to achieving health and success throughout life. In order to protect instructional time and bring music to more students, band is integrated into our related-arts rotation. With funding from our PTA, our students have been exposed to the Delaware Symphony Orchestra, as well as a Grammy award winning musician. Facilitated by our physical education teacher, Linden Hill has implemented the *Take 10!* program incorporating more physical activity into our daily schedule. With brief periods of stretching and exercise, students have more positive feelings towards school, maintain better focus and apply independent learning strategies.

Linden Hill values technology as a core component, rather than an instructional support. We know that 21st century life-long learners must *learn to learn*. We take responsibility for providing students with instruction on the skills necessary for technology integration, and the expectation that these skills will further their learning. Technology instruction has long been included in our related arts rotation. Using

two technology labs, two mobile laptop carts, an iPod cart and desktop computers in each classroom, every K-5 student utilizes technology on a regular basis.

2. Reading/English:

At Linden Hill, we address the Common Core and Delaware Prioritized Reading Standards through a Readers Workshop approach in order to allow students to spend an extended amount of time reading and discussing authentic text. We believe that creating life-long readers is dependent upon teaching children that their thinking matters. Children are taught how to merge their thinking with text in order to promote true understanding. This is achieved by using the Gradual Release of Responsibility Framework. We introduce comprehension strategies first through mini lessons inclusive of explicit teacher modeling. We then engage the students in the process through guided practice. Guided practice allows children to engage in purposeful student discussions while allowing teachers to respond to students' needs immediately and scaffold instruction. Collaborative and independent practice then takes place as teachers confer, assess and coach students. Students practice skills/strategies with reading material commensurate to their readiness level.

Linden Hill's reading program is designed to provide each child with a foundation in all areas of the reading process as they learn to read. In the early years, phonemic awareness is emphasized. Systematic phonics is integrated into reading instruction in order to increase accuracy in decoding and word recognition skills. Our reading instruction, beginning in kindergarten, focuses on making connections; text to text, text to self and text to world. We emphasize the importance of using the strategies of questioning, analyzing, synthesizing and summarizing across grade levels.

Small group reading instruction occurs daily in all classrooms at Linden Hill. The groups are homogeneous and flexible based on data from assessments and student need. Teachers match text to the readers in each group in order to provide effective and meaningful instruction.

Struggling readers are offered extra support in variety of ways. We begin each day with a 30 minute Response to Intervention (RTI) reading intervention block. During this time, teachers work with small groups of students in need of re-teaching and support.

Supplemental programs are a critical component of our reading instruction. Through programs such as Reading ASSIST, pull-out reading instruction provided by the reading specialist and mentoring programs we are able to meet the needs of our naïve learners.

Children reading above grade level are challenged through our Talented and Gifted program, accelerated reader, and differentiated classroom instruction.

3. Mathematics:

Teachers at Linden Hill develop mathematics lessons in accordance with the school vision. Lessons provide for a variety of learning styles, include the needs of our multi-cultural population, and attend to the developmental stages of students. Teachers assess the individual needs and abilities of each student to design instructional activities that make for success in heterogeneously grouped classrooms.

Delaware state standards and the common core standards set the curriculum. The scope and sequence is determined by careful analysis of data collected by multiple methods. Linden Hill teachers spend time during pre-year workshops, in-service days, PLC weekly meetings, and individual time analyzing state, school, and individually designed assessments to determine the individual and whole class needs. These assessments can target standards that show classroom strengths or difficulties, and lessons are adjusted accordingly.

Teachers at Linden Hill adjust the lessons to incorporate the needs and learning styles of individual students. At the same time a new lesson or unit is introduced, teachers can reinforce a previously taught skill. Examples include reteaching division during lessons on averages, fractions during probability lessons, or perimeter and area to reinforce addition and multiplication. The teachers seek out interconnections found within the mathematics curriculum standards.

Mathematics lessons are “hands on.” Students work with manipulatives and mathematics tools to help discover essential ideas in pairs and groups, because the teachers believe, as part the school vision statement, that learning is a community endeavor. Student groups are given actual problems to solve, which lead to a variety of strategies to use. The strategies are discussed within the groups and the whole class, because brain research states that students retain more information if they can explain the idea to another person. The discussions help all levels of ability. English as a Second Language students feel greater success during mathematics lessons, because they can add ideas to the group.

Teachers also design lessons with flexibility. When a student needs more assistance, a variation of the activity can be quickly added to fit the particular student’s understanding and background. Students with greater ability can take the same concept and work with additional complexity. Students do additional investigations using designed centers or available technology. Students continue to learn the concept, but the lesson can be tailored to a need. Homework can be assigned using some web based sites, which also allows students to investigate mathematics concepts at an individualized level.

4. Additional Curriculum Area:

The children at Linden Hill Elementary all rest under the umbrella of our mission statement, a statement that holds high expectations in the academics but also encourages artistic growth in the discipline of visual and performing arts.

The visual and performing arts program (art and music) is offered weekly to all Kindergarten through fifth grade students and is carefully sequenced into a ladder of skill, vocabulary and concept building through a variety of hands on and participatory experiences. Core content areas are continually integrated into visual and performing arts classes as extensions of classroom instruction. Visual and performing arts staff consult with classroom teachers to determine areas of needed reinforcement in academic areas. Math concepts such as patterning and symmetry are reinforced in Art through activities such as making African symmetry masks. These same concepts are reinforced in music by clapping and snapping to a beat while mirroring a partner.

Through the introduction of fiction and non-fiction books the arts program stands solid in helping children use their reading and writing strategies across the curriculum. Primary students may explore White Rabbit’s Color Book as they engage in a unit on the primary colors while older students may listen to passages read aloud from the book Let’s Roll and draw monochromatic New York cityscapes in a unit on living history.

All staff participates in professional development opportunities at Linden Hill to insure consistency of instruction and instructional language. The visual and performing arts staff reinforce strategies presented through this school wide professional development in order to meet the diverse needs and learning styles of our students as they work on literacy and math concepts. We believe that through the arts students often find an additional avenue to acquire essential skills. The arts also provide many students an area in which to shine!

5. Instructional Methods:

We at Linden Hill pride ourselves on meeting the needs of individual learners. We think of children as a whole and we strive to meet the needs of children academically, socially, and emotionally. In order to meet the diverse needs of children academically, we utilize our staff in many capacities.

Individual homeroom teachers disseminate information using many different instructional models. Teachers present lessons using both traditional and constructivist methods and try to incorporate various modalities and approaches to appeal to and strengthen a broad range of learning styles in students. Teachers often use a gradual release of responsibility, in which information is presented in a whole group, students are guided to learn the material in a small group and with guided practice, and they are then able to apply the skill to independent follow up work. It is common at Linden Hill to see teachers working with small groups of children at a kidney-shaped table throughout all subject areas to help re-teach, reinforce, or even pre-teach a lesson or skill.

Linden Hill is proud to offer our special education services in the form of inclusion. Students with identified needs remain in their least restrictive environment, which is typically within the regular education classroom. Students who receive special education services are instructed based on grade level standards, with the support of a regular education teacher and a special education teacher working collaboratively to provide support, accommodations, and modifications as necessary.

For those students who are able to stretch beyond the grade level curriculum, Linden Hill offers a Talented and Gifted Program to engage these students and help them develop their higher order thinking skills.

Students at Linden Hill are learning the importance that technology plays in our modern world. Not only do all students receive technology weekly as part of related arts, in which even the youngest students are learning vital word processing skills and the basics of PowerPoint and Excel, but all students also have access to two hard-wired computer labs and two class sets of laptops. Many teachers use SmartBoards to enhance their curriculum. In addition to a wide variety of individual class projects in which teachers incorporate technology, Linden Hill offers access to Study Island, an online test prep website, and Accelerated Reader, an online reading comprehension program to support students at their individual learning levels.

6. Professional Development:

The professional development at Linden Hill holds lifelong learning at its core. As a community of learners, teachers and administrators are committed to professional development that expands our understanding of best teaching practices and can be applied in every classroom to positively impact student learning.

Administrative confidence in teachers at Linden Hill has led to continuous and sustained professional development support. Collectively, the staff and administration are committed to the ongoing improvement of reading and writing instruction through the Delaware Reading and Writing Project. This program cultivates the school-wide goal to create a common “reading language” that is spoken in all grades by shifting the focus from compartmentalized reading skills to targeted reading strategies that can be systematically applied to all content areas and built upon each year. To accomplish this goal, teachers participated in collaborative lesson development among grade level teams, peer coaching and reflective debriefing with administrators and facilitators to foster a shared responsibility for student achievement through effective teaching practice.

Giving teachers the opportunity to create more interactive lessons, engaging all learning modalities, has been possible with professional development on the use and implementation of a SMART board in the

classroom. Collectively, the staff is committed to improving student achievement by motivating students to learn through the creation of interactive lessons. In accomplishing this goal, teachers work together to develop a broader understanding of what the SMART board has to offer and create engaging, developmentally appropriate lessons to share with team members.

When reflecting on the big picture of professional development at Linden Hill, we believe that the framework for learning in our professional development should be reflective of the rigorous framework for learning to which we hold our students. The engagement of teachers in refinement of their practice is significant in cultivating the academic, social and emotional facets of the children we instruct.

7. School Leadership:

At Linden Hill, we operate as a community of learners. The leadership philosophy exemplifies this and is one of partnership, collaboration and cooperation; both with the school staff and with families to insure continued professional and student growth. Staff input, gathered through personal interaction and/or teacher surveys, is integral in decision making and planning for each school year. Likewise, input from families is sought via the promotion of open communication, PTA meetings and parent surveys.

The school administration consists of a principal and an assistant principal. In their role as instructional leaders, they work in tandem with the Building Leadership Team, inclusive of a representative of each grade level or specialist area, and Team Leaders representing each grade level and the related arts. Building Leadership team members focus on curriculum development and implementation. They are instrumental in providing professional development, most recently guiding the implementation a comprehensive writing curriculum for each grade level. Team Leaders act as liaisons for matters involving communication of policies and procedures within the school. They work with administration to insure that grade level student data is reviewed, student needs are considered in the allocation of instructional support and resources, and that decisions are in the best interest of the student population.

Through their leadership, our principal and assistant principal model honest and open communication, high expectations, best practices in education, appreciation and recognition, shared decision making and tangible support. They continually promote and instill a dedication to children and a commitment to excellence through daily classroom visits, interactions with students and staff, and acquisition and allocation of resources to support student learning. They promote a positive school culture valuing traditions, caring, humor and trust.

Our administrative philosophy of community and shared leadership allows the various leadership roles created within the school to work collaboratively in efforts to support and improve student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: DCAS/DSTP

Edition/Publication Year: 2010/1998-2010 Publisher: American Institutes of Research/Harcourt/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	91	95	94	92	95
DCAS/Advanced/DSTP/Exceeds Standard	42	54	54	62	63
Number of students tested	154	123	112	118	104
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	82	81	92		91
DCAS/Advanced/DSTP/Exceeds Standard	29	19	23		27
Number of students tested	34	16	13	9	11
2. African American Students					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	70	78	92	90	
DCAS/Advanced/DSTP/Exceeds Standard	0	44	15	20	
Number of students tested	10	18	13	10	9
3. Hispanic or Latino Students					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	73				
DCAS/Advanced/DSTP/Exceeds Standard	27				
Number of students tested	11	6	4	4	3
4. Special Education Students					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard				70	
DCAS/Advanced/DSTP/Exceeds Standard				20	
Number of students tested	9	5	6	10	5
5. English Language Learner Students					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard				100	
DCAS/Advanced/DSTP/Exceeds Standard				91	
Number of students tested	7	2	4	11	2

6. Asian					
DCAS/Meets Standard-Proficient/Advanced/ DSTP/Meets or Exceeds Standard	100	100	94	100	100
DCAS/Advanced/DSTP/Exceeds Standard	71	70	88	91	100
Number of students tested	31	23	16	22	13
NOTES: Our state test changed in 2010 from DSTP to DCAS. In doing so the number of performance levels changed with DSTP ratings of 5 PLs to DCAS with ratings of 4 PLs. DCAS: PL 3 = Meets Standard Proficient/ PL4= Advanced DSTP: PL 3 = Meets/ PL4 = above/ PL5 = distinguished (PL4+PL5=Exceeds Standard) General State terms for DCAS = Meets Standard Proficient/Advanced General state terms DSTP = Meets Standards/Exceeds Standards					

12DE2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: DCAS/DSTP

Edition/Publication Year: 2010/1998-2010 Publisher: American Institutes of Research/Harcourt/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	84	97	96	90	92
DCAS/Advanced/DSTP/Exceeds Standard	61	48	53	53	50
Number of students tested	153	121	106	110	100
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	76	88	85		
DCAS/Advanced/DSTP/Exceeds Standard	47	38	23		
Number of students tested	34	16	13	9	9
2. African American Students					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	60	94	92	60	
DCAS/Advanced/DSTP/Exceeds Standard	30	33	33	20	
Number of students tested	10	18	12	10	8
3. Hispanic or Latino Students					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	82				
DCAS/Advanced/DSTP/Exceeds Standard	45				
Number of students tested	11	6	4	4	3
4. Special Education Students					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard					
DCAS/Advanced/DSTP/Exceeds Standard					
Number of students tested	9	4	0	3	1
5. English Language Learner Students					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard				100	
DCAS/Advanced/DSTP/Exceeds Standard				73	
Number of students tested	6	2	4	11	2
6. Asian					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	93	95	100	100	100
DCAS/Advanced/DSTP/Exceeds Standard	83	59	63	82	62
Number of students tested	30	22	16	22	13
NOTES: Our state test changed in 2010 from DSTP to DCAS. In doing so the number of performance levels changed with DSTP ratings of 5 PLs to DCAS with ratings of 4 PLs. DCAS: PL 3 = Meets Standard Proficient/ PL4= Advanced DSTP: PL 3 =					

Meets/ PL4 = above/ PL5 = distinguished (PL4+PL5=Exceeds Standard) General State terms for DCAS = Meets Standard
Proficient/Advanced General state terms DSTP = Meets Standards/Exceeds Standards

12DE2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: DCAS/DSTP

Edition/Publication Year: 2010/1998-2010 Publisher: American Institutes of Research/Harcourt/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard	89	94	93	96	92
DCAS/Advanced/DSTP/Exceeds Standard	40	65	70	62	67
Number of students tested	126	107	118	113	105
Percent of total students tested	96	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard	68	82			71
DCAS/Advanced/DSTP/Exceeds Standard	26	29			36
Number of students tested	19	17	9	7	14
2. African American Students					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard	83	90	73		80
DCAS/Advanced/DSTP/Exceeds Standard	25	50	18		20
Number of students tested	12	10	11	9	10
3. Hispanic or Latino Students					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard					
DCAS/Advanced/DSTP/Exceeds Standard					
Number of students tested	7	4	4	3	4
4. Special Education Students					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard	30		36		30
DCAS/Advanced/DSTP/Exceeds Standard	0		18		10
Number of students tested	10	7	11	5	10
5. English Language Learner Students					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard			100		
DCAS/Advanced/DSTP/Exceeds Standard			91		
Number of students tested	6	1	11	5	0

6. Asian					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard	100	100	100	95	100
DCAS/Advanced/DSTP/Exceeds Standard	60	88	92	95	94
Number of students tested	30	17	25	20	16
NOTES: Our state test changed in 2010 from DSTP to DCAS. In doing so the number of performance levels changed with DSTP ratings of 5 PLs to DCAS with ratings of 4 PLs. DCAS: PL 3 = Meets Standard Proficient/ PL4= Advanced DSTP: PL 3 = Meets/ PL4 = above/ PL5 = distinguished (PL4+PL5=Exceeds Standard) General State terms for DCAS = Meets Standard Proficient/Advanced General state terms DSTP = Meets Standards/Exceeds Standards					

12DE2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: DCAS/DSTP

Edition/Publication Year: 2010/1998-2010 Publisher: American Institutes of Research/Harcourt/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard	89	92	99	94	95
DCAS/Advanced/DSTP/Exceeds Standard	50	44	61	59	59
Number of students tested	121	101	111	108	97
Percent of total students tested	92	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard	68	65			82
DCAS/Advanced/DSTP/Exceeds Standard	26	12			27
Number of students tested	19	17	9	7	11
2. African American Students					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard	92	90	90		90
DCAS/Advanced/DSTP/Exceeds Standard	33	20	40		10
Number of students tested	12	10	10	9	10
3. Hispanic or Latino Students					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard					
DCAS/Advanced/DSTP/Exceeds Standard					
Number of students tested	7	3	4	3	3
4. Special Education Students					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard	70				
DCAS/Advanced/DSTP/Exceeds Standard	20				
Number of students tested	10	2	5	0	3
5. English Language Learner Students					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard			100		
DCAS/Advanced/DSTP/Exceeds Standard			82		
Number of students tested	1	0	11	4	0

6. Asian					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard	96	100	100	100	100
DCAS/Advanced/DSTP/Exceeds Standard	60	63	80	95	80
Number of students tested	25	16	25	19	15
NOTES: Our state test changed in 2010 from DSTP to DCAS. In doing so the number of performance levels changed with DSTP ratings of 5 PLs to DCAS with ratings of 4 PLs. DCAS: PL 3 = Meets Standard Proficient/ PL4= Advanced DSTP: PL 3 = Meets/ PL4 = above/ PL5 = distinguished (PL4+PL5=Exceeds Standard) General State terms for DCAS = Meets Standard Proficient/Advanced General state terms DSTP = Meets Standards/Exceeds Standards					

12DE2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: DCAS/DSTP

Edition/Publication Year: 2010/1998-2010 Publisher: DCAS/DSTP

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard	79	96	97	93	94
DCAS/Advanced/DSTP/Exceeds Standard	45	60	58	52	50
Number of students tested	118	117	112	106	98
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard	66	90	100		
DCAS/Advanced/DSTP/Exceeds Standard	17	30	21		
Number of students tested	29	10	14	7	7
2. African American Students					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard	70	82	92	83	86
DCAS/Advanced/DSTP/Exceeds Standard	10	27	17	8	0
Number of students tested	10	11	12	12	14
3. Hispanic or Latino Students					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard					
DCAS/Advanced/DSTP/Exceeds Standard					
Number of students tested	5	7	2	3	2
4. Special Education Students					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard		73			
DCAS/Advanced/DSTP/Exceeds Standard		27			
Number of students tested	9	11	6	9	4
5. English Language Learner Students					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard	100	100	75	100	0
DCAS/Advanced/DSTP/Exceeds Standard	0	33	50	0	0
Number of students tested	1	3	4	2	0

6. Asian					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard	94	100	95	100	100
DCAS/Advanced/DSTP/Exceeds Standard	82	96	89	76	71
Number of students tested	17	25	19	17	14
NOTES: Our state test changed in 2010 from DSTP to DCAS. In doing so the number of performance levels changed with DSTP ratings of 5 PLs to DCAS with ratings of 4 PLs. DCAS: PL 3 = Meets Standard Proficient/ PL4= Advanced DSTP: PL 3 = Meets/ PL4 = above/ PL5 = distinguished (PL4+PL5=Exceeds Standard) General State terms for DCAS = Meets Standard Proficient/Advanced General state terms DSTP = Meets Standards/Exceeds Standards					

12DE2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: DCAS/DSTP

Edition/Publication Year: 2010/1998-2010 Publisher: American Institutes of Research/Harcourt/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard	81	99	97	99	99
DCAS/Advanced/DSTP/Exceeds Standard	53	66	69	68	65
Number of students tested	118	112	107	98	93
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard	72		100		
DCAS/Advanced/DSTP/Exceeds Standard	31		58		
Number of students tested	29	9	12	6	6
2. African American Students					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard	70	90	100	100	92
DCAS/Advanced/DSTP/Exceeds Standard	0	50	75	50	33
Number of students tested	10	10	12	10	12
3. Hispanic or Latino Students					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard					
DCAS/Advanced/DSTP/Exceeds Standard					
Number of students tested	5	6	2	3	2
4. Special Education Students					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard					
DCAS/Advanced/DSTP/Exceeds Standard					
Number of students tested	9	6	1	1	1
5. English Language Learner Students					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard					
DCAS/Advanced/DSTP/Exceeds Standard					
Number of students tested	1	2	3	2	0

6. Asian					
DCAS/Meets Standard-Proficient/ DSTP/Meets or Exceeds Standard	82	100	100	100	100
DCAS/Advanced/DSTP/Exceeds Standard	71	80	78	71	86
Number of students tested	17	25	18	17	14
NOTES: Our state test changed in 2010 from DSTP to DCAS. In doing so the number of performance levels changed with DSTP ratings of 5 PLs to DCAS with ratings of 4 PLs. DCAS: PL 3 = Meets Standard Proficient/ PL4= Advanced DSTP: PL 3 = Meets/ PL4 = above/ PL5 = distinguished (PL4+PL5=Exceeds Standard) General State terms for DCAS = Meets Standard Proficient/Advanced General state terms DSTP = Meets Standards/Exceeds Standards					

12DE2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	86	95	94	93	93
DCAS/Advanced/DSTP/Exceeds Standard	42	59	60	58	60
Number of students tested	398	347	342	337	307
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	73	83	94	87	84
DCAS/Advanced/DSTP/Exceeds Standard	24	25	19	30	28
Number of students tested	82	43	36	23	32
2. African American Students					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	74	82	86	90	79
DCAS/Advanced/DSTP/Exceeds Standard	12	40	16	15	18
Number of students tested	32	39	36	31	33
3. Hispanic or Latino Students					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	78	94	100	90	
DCAS/Advanced/DSTP/Exceeds Standard	25	35	50	60	
Number of students tested	23	17	10	10	9
4. Special Education Students					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	35	69	60	54	52
DCAS/Advanced/DSTP/Exceeds Standard	3	17	17	12	10
Number of students tested	28	23	23	24	19
5. English Language Learner Students					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	93		94	94	
DCAS/Advanced/DSTP/Exceeds Standard	50		84	77	
Number of students tested	14	6	19	18	2
6.					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	98	100	96	98	100
DCAS/Advanced/DSTP/Exceeds Standard	69	84	89	88	88
Number of students tested	78	65	60	59	43
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	84	96	97	94	95
DCAS/Advanced/DSTP/Exceeds Standard	55	52	61	59	57
Number of students tested	392	334	324	316	290
Percent of total students tested	96	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	72	81	91	82	88
DCAS/Advanced/DSTP/Exceeds Standard	36	31	32	40	30
Number of students tested	82	42	34	22	26
2. African American Students					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	75	91	94	86	90
DCAS/Advanced/DSTP/Exceeds Standard	21	34	49	34	29
Number of students tested	32	38	34	29	30
3. Hispanic or Latino Students					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	82	93	100	90	
DCAS/Advanced/DSTP/Exceeds Standard	43	40	70	60	
Number of students tested	23	15	10	10	8
4. Special Education Students					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	46	100			
DCAS/Advanced/DSTP/Exceeds Standard	14	8			
Number of students tested	28	12	6	4	5
5. English Language Learner Students					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard			100	100	
DCAS/Advanced/DSTP/Exceeds Standard			77	70	
Number of students tested	8	4	18	17	2
6.					
DCAS/Meets Standard-Proficient/Advanced/DSTP/Meets or Exceeds Standard	91	98	100	100	100
DCAS/Advanced/DSTP/Exceeds Standard	72	68	74	83	76
Number of students tested	72	63	59	58	42
NOTES:					